DOCUMENT RESUME

ED 236 299 UD 023 188

AUTHOR	Codianni, Anthony V.; Wilbur, Gretchen
TITLE	More Effective Schooling from Research to Practice. ERIC/CUE Urban Diversity Series No. 83.
INSTITUTION	Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	Aug 83
CONTRACT	400-82-0012
NOTE	48p.
AVAILABLE FROM	ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
PUB TYPE	Information Analyses - ERIC Information Analysis Products (071) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Achievement Gains; Administrator Role; Basic Skills; Demonstration Programs; Educational Environment; Elementary Secondary Education; *Evaluation Criteria; Expectation; Leadership; Low Income Groups; Minority Group Children; Models; *Program Evaluation; *Program Implementation; *Research Utilization; *School Effectiveness; Self Evaluation (Groups); Staff Development
IDENTIFIERS	Alaska Effective Schooling Program; Connecticut School Effectiveness Project; Effective Schools Project; Instructional Management Systems; Project RISE; Project SHAL; School Effectiveness Training Project; School Improvement Project (New York City)

ABSTRACT

The purpose of this paper is to identify those programs and processes currently using the components, factors, and behaviors that have been described in the literature as characteristic of more effective schools, and to synthesize findings from these programs and processes carrying out effective schooling practices. Following an introduction, Section II defines what is meant by school improvement programs, principal effectiveness programs, and teacher effectiveness programs in order to distinguish them from more effective schooling programs. An increase in low-income and/or minority students' standardized achievement scores towards the national norm was found to be the chief criterion of effective schooling. Components for realizing this outcome were identified as strong administrative leadership, positive school environment, high expectations, emphasis on basic skills, ongoing assessment, and staff development. In Section III, eight programs chosen on the basis of these criteria are described and evaluated. The programs are in Connecticut, New Jersey, Missouri (two programs), Alaska, Wisconsin, Chicago (Illinois), and New York City. From the models described in this section a methodology emerges for effective program implementation, a generic process described in Section IV as having four vital stages: assessment, planning, implementation, and evaluation. (CMG)

ED236299

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

MORE EFFECTIVE SCHOOLING FROM RESEARCH TO PRACTICE

By
ANTHONY V. CODIANNI
and
GRETCHEN WILBUR

ERIC CLEARINGHOUSE ON URBAN EDUCATION
Institute for Urban and Minority Education
Teachers College, Columbia University
New York, New York 10027

UD 023 188

ERIC/CUE URBAN DIVERSITY SERIES
Number 83, August 1983

More Effective Schooling From Research To Practice

By
ANTHONY V. CODIANNI
and
GRETCHEN WILBUR
Midwest Race and Sex Desegregation
Assistance Center, Kansas State University
Manhattan, Kansas

ERIC CLEARINGHOUSE ON URBAN EDUCATION
Instutute for Urban and Minority Education
Teachers College, Columbia University
New York, New York 10027

This publication is one in the ERIC/CUE Urban Diversity Series produced by the ERIC Clearinghouse on Urban Education, with funding from the National Institute of Education, United States Department of Education (contract number 400-82-0012) and Teachers College, Columbia University. The opinions expressed in this publication do not necessarily reflect the positions or policies of NIE or the Department of Education.

Copies are available from The ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, New York, 10027, for $5.00 each.

Copies are also available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. ERIC Document (ED) identification number and full ordering instructions will be found in **Resources in Education**, the monthly ERIC abstract journal, or can be obtained by contacting the Clearinghouse.

The National Institute of Education
U.S. Department of Education
Washington, D.C. 20208

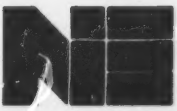


TABLE OF CONTENTS

I. Introduction 1

II. Program Selection Process and Related Research 2

1. School Improvement Programs 3

2. Principal Effectiveness Programs 4

3. Teacher Effectiveness Programs 4

4. More Effective Schooling Programs 5

A Synthesis of More Effective Schooling Components from Seventeen Research Studies (Table 1) 7

More Effective Schooling Components and Related Behaviors Found in Seventeen Research Studies (Table 2) 8

III. Model Programs Implementing More Effective Schooling Research Findings 12

1. Connecticut School Effectiveness Project 12

2. Alaska Effective Schooling Program 14

3. Instructional Management Systems for Missouri (IMS) 16

4. New Jersey Education Association (NJEA) School Effectiveness Training (SET) Project 18

5. Rising to Individual Scholastic Excellance (RISE) in Milwaukee, Wisconsin 19

6. Effective School Project (ESP) in Chicago 22

7. Project SHAL, St. Louis, Missouri 24

Project SHAL: An Effective School Implementation/Replication Model (Chart 1) 27

8. School Improvement Project in New York City 32

Summary 33

IV. A Generic Process for More Effective Schooling Program Implementation 34

V. References 36

VI. Bibliography 40

I. INTRODUCTION

The most recent research review on more effective schooling states: "While it is possible to infer that certain characteristics as stated in this paper produce a more effective school environment, the *process* has not been systematically studied in the literature." (Westbrook 1982, 26) Michael Cohen, in *Instructionally Effective Schools: Research Area Plan*, calls for proposed research in several areas including the identification of "characteristics and long-term *processes* in schools which contribute to maintenance or improvement in school effectiveness." (Cohen 1980, 15)

The major purpose of this paper is to identify those programs and processes currently using the components, factors, and behaviors that have been described in the literature as characteristic of more effective schooling. We will not undertake a comprehensive research review but will attempt to synthesize findings from programs and processes carrying out effective schooling practices.

In order to identify these programs and processes, the authors contacted the following networks: ERIC (Educational Resources Information Center) Clearingnouses; NIE (National Institute of Education) Laboratories, Exchanges and Research Centers; and State Departments of Education. Information was solicited from each of these agencies by asking the following questions:

1. What Local Educational Agencies (LEAs) are implementing more effective schooling research findings?
2. What State Educational Agencies (SEAs) are working with the development of more effective schooling programs and guidelines?
3. What products has your agency developed from the research findings on more effective schooling?
4. Does your organization distinguish between School Improvement Programs (SIP) and More Effective Schooling (MES)?

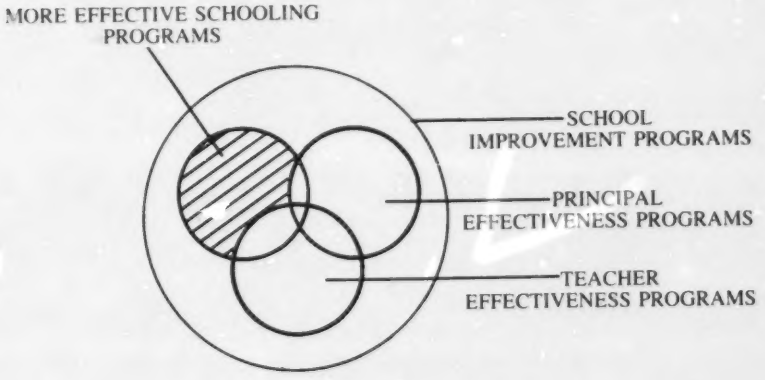
II. PROGRAM SELECTION PROCESS AND RELATED RESEARCH

Early in the process of writing this paper, it became necessary to categorize the descriptive materials in order to differentiate among the various programs and approaches being used at state and local levels to implement school effectiveness research. Terms such as *principal effectiveness* and *teacher effectiveness* were used interchangeably with *more effective schooling*. Conversations with national, state and local education officials further supported this perceived need to clarify terms in order to respond to the main purpose of this paper: the identification of programs and processes being used to implement the six components of more effective schooling identified in the reseach.

Additionally, preliminary questions had to be addressed. These were: Do all attempts at school improvement use findings from effective schooling research? If not, how do more effective schooling programs differ from those programs based upon research findings on school improvement, principal effectiveness, and teacher effectiveness?

What emerged was a simple classification system differentiating among the various research findings and materials provided. The following diagram shows the classification used to isolate only those programs which are addressed in this paper. The term *school improvement* was used as the umbrella description for all efforts in program development. These programs were then separated into three categories: principal effectiveness, teacher effectiveness, and more effective schooling.

Figure 1: ***The Interrelatedness of Program Definitions***



Operational definitions were established in order to classify materials as well as eliminate those attempts which were not consistent with the authors' definition of more effective schooling.

It is acknowledged that these definitions may or may not be the same as other attempts to make these distinctions. Further, the definitions may be catalysts to stimulate further exploration and synthesis in the area of school improvement.

1. School Improvement Programs

School improvement as a concept, program, or process is a most ambiguous term to define. For the purpose of this paper, school improvement will be used to describe any attempt to remedy educational problems. The term encompasses a variety of programmatic strategies aimed at the improvement of any area of concern, either at the classroom, school, and/or district level, and includes principal effectiveness programs, teacher effectiveness programs, and more effective schooling programs.

On a continuum, school improvement can refer to a specific strategy for improving instruction or to a general approach toward educational change. It is not necessarily audience specific (i.e., teacher, principal, classroom, or school), content specific (i.e., administrative leadership, school climate, high expectations, or basic skills development), or process specific (i.e., assessment, development, or implementation). The list that follows indicates how diverse and eclectic these school improvement attempts are:

- Strategic Plan for School Improvement (Kansas City Public Schools, MO)
- Implementation of the Stallings Classroom Management Staff Development (Appalachian Educational Laboratory, Putnam County, WV)
- Utilization of District Wide Needs Assessment (Learning Research and Development Center, University of Pittsburgh)
- Instructional Improvement: A Systemwide Approach (Research for Better Schools, Philadelphia, PA)
- Delaware School Improvement Program (Research for Better Schools and Delaware State Department of Education)
- Maryland's Project BASIC (Research for Better Schools, Philadelphia, PA)
- Delaware Educational Assessment System (Research for Better Schools, Philadelphia, PA)
- Teacher Expectations and Student Achievement (East Los Angeles Public Schools, CA)
- Pennsylvania's School Improvement Program (Research for Better Schools, Philadelphia, PA)
- Classroom Organization and Management (Research and Development Center for Teacher Education, University of Texas, Austin).

These attempts take a variety of forms. They include handbooks, papers, guidelines, programs, and processes as well as all those attempts listed under principal effectiveness, teacher effectiveness and more effective schooling. Because of its breadth, the term *school improvement program* does not differentiate among specific foci for implementation of programs and processes. Consequently it is necessary to define the unique characteristics of principal effectiveness, teacher effectiveness, and more effective schooling.

2. Principal Effectiveness Programs

One subset of school improvement programs describes the attempts aimed at principals. These attempts stress the role of the principal as the leader of the building and provide techniques, guidelines, programs, and processes to improve leadership, management, instruction, and decision making. Although they are audience specific, these attempts are not content specific. The content can range from assessing individual leadership style to focusing on the principal as a change agent. However, these programs use a broad base of research findings which include principal research as well as selected components of more effective schooling findings. Programs reflecting this approach include:

- Leadership Training Program (Research for Better Schools, Philadelphia, PA)
- Leadership Through Supervision (Missouri State Department of Education)
- Professional Development for Principals and Supervisors (New Jersey Principal and Supervisors Association and Research for Better Schools).

3. Teacher Effectiveness Programs

Another subset of school improvement programs are those which fall into the category of teacher effectiveness. Teacher effectiveness programs are those attempts specifically aimed at the classroom teacher. They include techniques, strategies, materials, and processes as well as staff development programs designed to improve teacher instruction. Although audience specific, these programs are neither content specific (i.e., time on task, mastery learning, or classroom management), nor process specific (i.e., assessment, training, and development). These programs are developed from a knowledge base of findings about teacher and classroom effectiveness. The following are approaches used to address teacher effectiveness concerns:

Academic Learning Time and Achievement (Far West Laboratory for Educational Research and Development, San Francisco, CA

Concerns Based Adoption Model (Research and Development Center for Teacher Education, University of Texas, Austin)

Classroom Management (Institute for Research on Teaching, Lansing, MI)

Teacher Expectations and Student Achievement (East Los Angeles Public Schools, CA)

Student Team Learning (Research Center on Social Organization, Johns Hopkins University, Washington, D.C.)

Improving Math Instruction (CEMREL, St. Louis, MO)

Improving Reading Instruction (CEMREL, St. Louis, MO)

Changing Teacher Practice Project (Research and Development Center for Teacher Education, University of Texas, Austin)

Developmental Teacher Evaluation Kit (National Educational Laboratory Publishers, Inc., Austin, TX).

4. More Effective Schooling Programs

More effective schooling refines school improvement programs by referring to specific findings which include process components for total school involvement. They are content specific (strong administrative leadership, high expectations, positive school climate, basic skills, ongoing assessment, and staff development), audience specific (school building personnel), and process specific (assessment, planning, implementation, and evaluation). They do not include those programs which focus on single elements such as teachers, school climate, classroom management, or assessment; instead, the total school environment is considered by using an integrated approach to improvement.

To more fully establish a definition of more effective schooling, seventeen research studies and reviews were examined to formulate our criteria for program identification. The Research consistently used an increase in achievement test scores of low-income and/or minority students towards the national norm as the means of assessing school effectiveness. Although the outcome of such programs was standard, the components for realizing this outcome were not.

Brookover and Lezotte (1977) studied school effectiveness at the fourth-grade level and compared eight elementary schools in Michigan whose reading and mathematics scores differed. Their studies identified those factors which differed in "effective" and "ineffective" schools. The California State Department of Education (1980) examined sixteen early childhood education schools to identify the characteristics of schools whose third-grade reading scores were increasing and compared them with those characteristics of schools where third-grade reading scores were decreasing. Levine and Stark (1981) compared Title I schools which used the Chicago Mastery Learning Program and did not rely on pull-out programs. In Rutter's (1979) longitudinal study, discipline, attendance, and employment were used to define effective schools.

Weber (1971), in his study of four elementary schools, examined reading achievement gains and identified those factors which contributed to gains in

reading scores. Trisman et al. (1976) examined reading programs in elementary schools and the characteristics which were directly related to successful reading programs. In his study of 20 schools in Los Angeles, Armor (1976) examined the school/classroom policies and practices which have been the most successful in raising the reading scores of inner-city children. Although each researcher used a different criterion for measuring school effectiveness, all the measurements focused on achievement gains.

In one of the best known and most widely used literature reviews which summarizes 38 studies, reviews, and articles, Ronald Edmonds (1978b) identified five components of an effective school: strong administrative leadership; high expectations for student achievement; an orderly and positive climate; an emphasis on basic skills; and ongoing and frequent monitoring of student progress. Purkey and Smith (1982) summarized the findings from eight case studies (Weber 1971; Venezsky and Winfield 1979; Rutter et al. 1979; Brookover et al. 1979; Brookover and Lezotte 1977; Glenn 1981; California State Department of Education 1980; and Levine and Stark 1981), five comparative or outlier studies (New York State Department of Education 1974; Roberts 1982; Austin 1979; Lezotte, Edmonds and Ratner 1974; Brookover and Schneider 1975; and Spartz 1978), and six program evaluation studies (Armor et al. 1976; Trisman et al. 1976; Doss and Holly 1982; and three carried out by Hunter in 1979). Westbrook's review (1982) of more effective schooling includes the findings from six studies: Coleman 1966; Weber 1971; Brookover and Lezotte 1977; Brookover et al. 1979; Rutter et al. 1979; and Edmonds (1978a). Clark (1980), analyzing 117 urban education studies and Madden (1976), conducting a comparative study with 21 schools, identified characteristics of instructionally effective schools. Wellisch (1978) examined leadership behavior in nine high achieving and thirteen less achieving schools. Medley (1978) assessed teacher effective behaviors on achievement.

From the aforementioned studies, the seventeen components of more effective schooling varied in their identification of significant characteristics of educational environments which increased the test scores of low-income and/or minority students. However, a categorical system emerged that incorporated the multiplicity of characteristics under six components. Five of the six are those identified by Ronald Edmonds (1978a): strong administrative leadership, positive school climate, basic skills, high expectations, and ongoing assessment. An additional component, staff development, was created to accommodate those characteristics which could not be classified within Edmonds's categories. All the characteristics except those pertaining to staff development could be distributed under the components identified by Edmonds, but in order to incorporate these five components of effective schooling, staff development is the sixth and essential process (component).

Table 1 lists the research studies and identifies those components found to be significant in each study. All studies found strong administrative leadership, a positive and orderly school climate, and high teacher expectations as significant components in effective schools. Consequently, for identification and selection of more effective schooling programs, these three components had to be present.

Table 1

A SYNTHESIS OF MORE EFFECTIVE SCHOOLING COMPONENTS FROM SEVENTEEN RESEARCH STUDIES

STUDY	Strong Administrative Leadership	School Climate	Basic Skills	High Expectations	Ongoing Assessment	Staff Development
A. Armor 1976	X	X		X		X
B. Brookover and Lezotte 1977	X	X	X	X		
C. Brookover, et al. 1979	X	X	X	X	X	
D. California 1980	X	X	X	X	X	X
E. Clark 1980	X	X	X	X		
F. Edmonds 1978a	X	X	X	X	X	
G. Glenn 1981	X	X	X	X		X
H. Hunter 1979	X	X	X	X	X	
I. Levine and Stark 1981	X	X	X	X	X	X
J. Madden 1976	X	X	X	X	X	
K. Medley 1978	X	X	X	X		
L. New York State Dept. of Ed. 1974	X	X	X	X	X	
M. Rutter 1979	X	X	X	X	X	
N. Trisman 1976	X	X	X	X		
O. Venezsky 1979	X	X	X	X	X	X
P. Weber 1971	X	X	X	X	X	
Q. Wellisch 1978	X	X	X	X		

Using these major reviews of the literature and the research findings, a list of characteristics found to be present in effective schools was developed and categorized under the six components. Table 2 lists those characteristics positively associated with academic achievement gains. The letters following each characteristic correspond with the research studies in Table 1. Table 2 lists the multiplicity of characteristics that the research studies have shown to be evident in more effective schools. These characteristics do not define their component but offer alternative means for its implementation. This allows for the flexibility necessary for more effective schooling programs to be responsive in diverse educational environments.

Table 2

MORE EFFECTIVE SCHOOLING COMPONENTS AND RELATED BEHAVIORS FOUND IN SEVENTEEN RESEARCH STUDIES

Strong Administrative Leadership (Component 1)

Characteristics	Study
Principal contact with parents	A, P
Balance of leadership role with teacher autonomy	A, O
Instructional leader	A, G
Strong leadership	C, F, I, N, P
Achievement oriented	C, E, F, J, L, M, N, O, P, Q
Emphasizes achievement	C, D, O, P
Coordinates instructional program	B, C, D, O
Evaluates student progress frequently	C, D, F, J, L, O, P
Sets instructional strategies	B, D, E, F, J, K, L, M, O, P, Q
Explicit goals	G, H
Positive leadership	B
Shared decision making	D, G
Sense of educational purpose	P
Supportive of teachers	I
Staff supervision based on outcomes data	G

School Climate (Component 2)

Characteristics	Study
Discipline and order in a supportive atmosphere	G
Sense of educational purpose	D

Shared decision making	D, G
Atmosphere of order	A, C, D, E, F, H, J, L, M, N, O, P
Purpose for learning	P
Pleasure in learning	P
Building wide efficiency	O
Cooperative atmosphere	O
Parent initiation activities	B, I
Clean physical plant	M
Staff concern for student welfare	M
Clearly recognized guidelines for student behavior	M
Staff consensus on aims and purpose of school	M
Discipline applied infrequently but firmly	M
Collaborative planning	A, I
Well managed classrooms	A
Exchange of ideas among staff	C
Preventative rather than punitive discipline	C, D, E, F, J, O, P, Q
Orderly classrooms	A
Teacher efficacy	A
Parent, teacher, principal rapport	A
Maximum autonomy for teachers	A, I
Teacher flexibility	A
School ethos	M
Student, teacher rapport	N
Collaborative staff development and program implementation	I
High teacher morale	H
School autonomy from district office	H
Joint planning from staff	G, I

Emphasis on Basic Skills (Component 3)

Characteristics	**Study**
Emphasis on Reading	C, E, F, J, K, L, N, O, P, Q

Additional reading personnel	P
Use of phonics in reading	P
Individualization	P
Task oriented	C, D, E, K, L, O, Q
Direct instruction	B, D, J, K, L, M
Through the grades reading and math programs	G
Mastery reading	D
Emphasis on accomplishing objectives	B
Compensatory education programs	B
Use of appropriate reinforcement practices	C
Small group instruction	N
Time spent on instruction	C
Instructional planning	D
Grade level decision making	I
Curriculum allignment	I
Emphasis on higher level cognitive skills	I
Homework	I
Small group instruction	I
Curriculum planning involvement	C, J, K, L, N, O
Classroom management actively engaging students	M

High Expectations (Component 4)

Characteristics	**Study**
Teachers hold high expectations of student learning	A, B, C, D, E, F, G, H, J, K, L, M, N, O, P, Q
Teacher emphasizes achievement	C, D, P, O
Praise	M
Reward systems	D, J, K, L, M
Focus on low achieving students	I
Emphasis on higher level cognitive skills	I
Treatment of students that emphasizes success	M
Competitive learning teams	C

Ongoing Assessment (Component 5)

Characteristics	Study
Careful evaluation of student progress	P
Effective student assessment systems	H
Instructional adaptability and consistency	O
Teacher accountability for student performance	D
Curriculum alignment	I
Simple procedures for monitoring student work	O
Principal evaluates student progress	D, J, K, L
Education of record keeping	I
Teacher frequently assesses pupil progress	C, D, F, L, O, P
Comparative monitoring of student progress	I
Immediate student progress	M

Staff Development (Component 6)

Characteristics	Study
Ongoing inservice	A, I
Topics determined by teacher	A
Importance placed on staff development	G, O
Ties to instructional program	D
Planning of activities	A
Building specific	I
Resources availability	G, I

For the purpose of this paper and in contrast to principal effectiveness, teacher effectiveness, and school improvement programs, more effective schooling programs are those efforts made to increase low-income and/or minority students' standardized achievement scores falling below the national norm. Program design components should include administrative leadership, a positive and orderly school climate, high expectations, basic skills, ongoing assessment, and staff development, but more effective schooling programs require implementation of three of the six.

The criteria for this definition of more effective schooling were used for selection of the programs in Chapter 3 and provide a framework for discussion.

III. MODEL PROGRAMS IMPLEMENTING MORE EFFECTIVE SCHOOLING RESEARCH FINDINGS

This chapter examines four State Education Agency (SEA) programs (1-4) and four Local Education Agency (LEA) programs (5-8) that implement more effective schooling research findings and that operate from the definition used in this paper. Again, the criteria for selecting these programs were: (1) Efforts made to increase achievement scores as a measurement of effectiveness; and (2) attempts to integrate three of the six components into the program design.

These exemplary programs do not represent all that is being implemented as a result of effective schooling research. Based on the contacts made and materials received by the authors, these programs were selected to describe processes which actualize the criteria presented here. The programs reflect the versatility of the components and their relevancy to multiple environments. Common to all the described programs, regardless of whether they are administered at the state or local level, is an emphasis on individual school concerns within the context of the local district. Also emerging through program exploration is a generic process for the replication of more effective schooling programs. The following eight programs are models that can be replicated for the purpose of achieving more effective schooling.

1. Connecticut School Effectiveness Project

The Connecticut State Department of Education in conjunction with the Northeast Regional Exchange has developed an exemplar for implementing more effective schooling programs at the building level. Through the Connecticut School Effectiveness Project, begun in 1981, thirty-one schools in eighteen public school systems have developed and implemented action plans based on more effective schooling research.

The definition of effective schools used in this project was consistent with the research (Edmonds 1979) and reflected the first criterion identified in this paper. "It is a school that brings low income children to the minimum basic skills mastery level which now describes minimally successful performance for middle income children." (Connecticut State Department of Education 1981, 4).

To achieve this goal for more effective schooling, seven components were identified for incorporation into program designs; the first five corresponded with this paper's criteria. They were:

1. safe and orderly climate
2. instructional leadership
3. high expectations
4. opportunity to learn and student time on task
5. frequent monitoring of student progress
6. clear school mission and purpose
7. purposeful parent and community involvement.

This program's objectives indicated that these seven characteristics must be addressed simultaneously and none could be omitted from the local school's plan of action. All had to be included in the organizational framework and be interactive. As expressed in the project's philosophy, "the ethos produced by these characteristics working in harmony is greater than the sum of their parts" (Connecticut State Department of Education 1981, 6). This synergistic effect was fundamental to the success of the project.

There were conditions which had to be present before any school could become involved in the program. Each school had to make a voluntary commitment to participate. The principal had to understand and support the research on more effective schooling and the programmatic design of the project. The relevancy of the project to the needs and goals of the faculty had to be recognizable. The community and the school district's central office had to provide ongoing support, encouragement, and resources.

The Connecticut School Effectiveness Project had a five-part process including initial contact, dialogue and commitment, assessment, action-plan development, and action-plan implementation. The facilitation of the total process was done by representatives from the State Department of Education. They were responsible for the initiation of the program, but subsequent to implementation being securely integrated into the school functioning, their role was to be diminished.

Initial Contact This first stage provided the preliminary description of the program, including research, logistics, and commitment, to the district superintendent. The superintendent had to make a commitment to reciprocate with services to other districts, to assign a central-office staff person as project coordinator, to obtain commitment from the participating principal, and to provide financial support for requested resources.

Dialogue and Commitment When the objectives of the first stage had been met, the state representative met with the principal of the designated school and discussed the programmatic design. Primary emphasis was placed on the method of analyzing the school in relation to the seven components. An assessment team was provided by the state department to assist in collecting the data, but the extrapolations were the school's responsibility. The action plan process was discussed thoroughly, and a commitment was obtained for its implementation. The faculty was also informed of the program and concerns, and involvement requirements were discussed with the state representative and principal. The second stage was completed when the required commitment was received from the principal and a significant number of faculty members.

Assessment The assessment process involved an intensive two or three days during which the total faculty was polled for their perceptions about the existence of the seven components in their school. One half of the faculty participated in *The Connecticut School Effectiveness Interview*. The other half responded to the *Connecticut School Effectiveness Questionnaire*, a pencil-and-paper technique for school analysis. Student achievement data were examined to illustrate similarities and differences among students' social class dimensions. Archival data were also gathered to expand the school profile in

relation to the existence of the seven components.

The collected and unanalyzed data were presented to the faculty by the principal and a five-member faculty team. Additional information and concerns were solicited.

Developing the Action Plan At this fourth stage, the principal and the team analyzed the data and developed an action plan based on the outcomes of the total assessment process. The team worked for two or three days away from the building.

Implementation The final stage of the project was ongoing. The team reported to the faculty on the proposed action plan based on the assessment findings. Input and revision were welcomed. When the plan was finalized, resource people were identified who could provide the necessary staff development activities to assure the realization of the seven components. On an annual basis data were gathered to trace the success of the program. At the end of the second year, notable increases in achievement scores of low-income students were expected to be evident.

Due to the recent development of this program, sufficient time has not yet elapsed to ascertain the impact based on achievement score analysis. However, a primary purpose of the program was to increase the scores of low-income and/or minority students by fulfilling one of the two criterion for more effective schooling. The second criterion was also met since five of the six components are integrated into the program design.

Four stages of program implementation were evidenced. Extensive attention was directed towards initial *assessment*. These findings were the basis for specifying procedures to respond to the unique concerns of individual schools while remaining consistent to the criteria of more effective schooling implementation. A *planning* stage was integral to program development and required the involvement of a majority of school personnel. This encouraged a strong commitment during *implementation*, and the program outlined specific strategies to enable the attainment of the program's goals. The *evaluation* process was formative and summative and was crucial to ongoing relevancy and effectiveness of the program.

2. Alaska Effective Schooling Program

Pursuant to an administrative order issued by Governor Jay Hammond of Alaska, a task force on effective schooling was established on January 6, 1981. The purpose was to clarify the public schools' responsibilities and to identify more effective schooling practices. In conjunction with the Northwest Regional Educational Laboratory (NWREL), an examination of effective schooling was conducted using an evaluation of general conditions (experiences, broad-based research, and theory) and research-based practices. Emerging from this study were primary conditions, indirect conditions, and practices validated by research that contributed to effective schooling practices. "Primary conditions are those that have a direct positive impact upon the day-to-day learning of most students" (Alaska Department of Education 1981, 23). Eighteen primary conditions were identified as essential to effective schooling practices. These include such items as positive school climate, high expectations, basic skills,

staff development, parent involvement, and mastery learning. Indirect conditions were found to have an effect on instruction and achievement. However, indirect conditions "are factors over which the school has little or no control" (Alaska Department of Education 1981, 26). The nine conditions identified included funding policies, teacher training, parent responsibilities, and Board of Education policies. The research-validated practices were "some conditions or practices that may impact upon effective schooling where empirical evidence is needed to either support or refute the practice" (Alaska Department of Education 1981, 29). The six variables chosen for initial research review were: (1) parent participation; (2) computer-assisted instruction; (3) class size; (4) the principal as an instructional leader; (5) time factors; and (6) classroom organization and grouping.

This extensive examination of the conditions determining effective schooling practices conducted by the Alaska State Department and NWREL created an operational foundation for program design and implementation. The emerging components that were considered in local school planning were leadership, school climate, high expectations, basic skills, and ongoing assessment of student progress. A discussion of the components of more effective schooling and this program's process for local school implementation follows.

1. Strong instructional leadership in the school is essential for improvement. This may or may not be the principal, but the administrative leader who is a strong instructional leader can maintain a concentrated focus and encourage ongoing commitment. Goals need to be set by the school faculty, but the realization of these goals is facilitated by the leadership.
2. When school climate is positive, the potential for more effective schooling criteria to be present is greater. Students, staff, and parents involved in the learning process stimulate high motivation for meeting the goals and provide opportunities for increased achievement.
3. High expectations are held by the faculty for learning and achievement. These are communicated clearly and reflected in the curriculum. Teaching strategies are designed to enable these expectations to be met.
4. Basic skills attainment is reflected in the curriculum by goals, processes, and resource identification. Organized lessons and established routines provide an effective framework for increased achievement scores.
5. Ongoing assessment is crucial for evaluating whether programs and teachers are meeting their goals. The findings provide data for maintaining or reorganizing curriculum. The more information gathered, the more effective the school can become.

These five more effective schooling components which are evidenced in the Alaska Effective Schooling Program are congruent with this paper's criteria. Efforts for increased achievement scores are exemplified within the component descriptors of this program.

This plan for implementing effective schooling practices will become operational during 1982-83. It is an ongoing, open-ended process of setting forth the goals of improved quality of instruction and increased student achievement.

Initial involvement will include three volunteer school districts. The process of training is "based on an incremental skill-building approach with training sessions phased over time and interspersed with applications of the skills and concepts in the local school setting" (Alaska Department of Education 1981, 3-4). The training allows for differing levels of awareness, understanding, and skills to be addressed and extended. Peer assistance is believed to be motivational and is encouraged within the design. The initial stage of training provides an awareness of the research on the goals of effective school practices.

Training One A three-day training session includes an orientation to the program and the development of procedures for assessing building-level skills, knowledge, and attitudes. The teams determine the techniques for assessing their school's readiness and the current level of effective practice.

Interim Between Training One and Two, the teams conduct an onsite school assessment to identify effective practices as well as areas needing improvement. The interim culminates in a school profile that defines the most relevant direction for school improvement.

Training Two Training Two is a three-day session designed to examine and analyze the data secured during the interim period. Additional information and skills are explored to assist teams in determining their action plan for implementing more effective schooling. The teams examine processes for staff development, instructional support, and resource acquisition. Upon completion of Training Two the teams have the knowledge, skills, and attitudes necessary for more effective schooling implementation, and an action plan to structure and direct this implementation.

Interim The interim between Training Two and Three is spent operationalizing the action plan, building staff support systems, and identifying necessary resources.

Training Three The purpose of this three-day workshop is for sharing and assessing action plan implementation. Focus is also directed towards the development of monitoring and evaluation systems. The teams identify the skills, knowledge, and attitudes necessary to maintain and improve upon the plan's effectiveness.

Debriefing At the end of the first year of implementation a session is held to gather feedback regarding the impact of the program on the schools. Revisions and additions to the plan are made for the following year. Subsequent training activities to assist the teams in effective schooling practices are determined.

The training for the Alaska Effective Schooling Program was initiated during the 1982–83 academic year. Therefore, no description of outcomes is currently available. The components of the program do support the findings of more effective schooling research.

3. Instructional Management Systems for Missouri (IMS)

The Missouri State Board of Education adopted the Instructional Management System (IMS) as a top priority for the 1981–82 school year. This system was a way of organizing instruction and managing learning. IMS was developed in order to create an operative structure using the significant conclu-

sions of recent school research. Six components were identified as primary to effective program implementation:

1. high expectations for learning
2. strong leadership by building principals
3. emphasis on instruction in the basic skills
4. clear-cut instructional objectives
5. mastery learning and testing for mastery
6. school discipline and climate.

The two premises from which IMS operated and incorporated these six components were:

1. All students can learn what we teach in school to a satisfactory level — if teachers believe they can and school is organized to provide varying amounts of time for each student to learn.
2. For students to be self-motivated to continue learning throughout their school career and through life, they must spend more than half of their time working on tasks at which they experience a high degree of success. This implies that each student, because each learns at differing rates, should have his or her schoolwork presented to him or her at a rate no faster than he or she can master. Learning deficits should not be allowed to accumulate (Missouri State Department of Elementary and Secondary Education 1982, 5). The theory of teaching to objectives and the theory of mastery learning were the foundations of IMS and directed the emphasis towards actualizing the components of more effective schooling.

The commitment on the part of the Missouri Board of Education to this program for addressing the individual needs of students within public education had initiated local school district action. The process issued for integrating IMS into local school operations had seven steps. The first three had to occur in sequential order, but the remaining four could be implemented any time thereafter.

Step One focused on the adoption of district goals and objectives. School district staff, parents, citizens, and recent graduates were involved in reviewing and determining educational goals and objectives. Specific objectives identified minimum mastery levels for all students; others were stressed but not required.

In the *Second Step* these district objectives were made grade level or subject specific. They were categorized sequentially for teaching objectives and learning outcomes. School district staff were involved in establishing objective relevancy and cross-reinforcement.

Step three required teachers responsible for specific objectives to establish the level of performance necessary to indicate mastery. Formative evaluation procedures were developed for these objectives.

The next three steps included the planning of teaching strategies, development of a record-keeping system, and the adoption of a supervision process. These were addressed from the foundational premises and were designed to

assure the accomplishment of the determined objectives.

The seventh step involved the program's monitoring and evaluation by the school board. An adequate testing and assessment program was determined and adopted so that the measurement of the program's effectiveness could be periodically ascertained. Means for communicating progress to the public had to be determined. Budgeting systems also had to be responsive to the objectives so that allocations of staff and financial resources were beneficial.

Due to the recent adoption of IMS by Missouri, sufficient time has not been available to measure its impact. The provision of an organizational system for schools does enable focused attention on district emphasis.

4. New Jersey Education Association (NJEA) School Effectiveness Training (SET) Project

In 1980, the Urban Education Committee of the New Jersey Education Association developed the School Effectiveness Training (SET) Project. Its formulation was based on the research of Madden (1976), Brookover et al. (1979), Edmonds and Frederiksen (1978), and Rutter et al. (1979). From the findings came an identification process for effective schooling and the isolation of essential factors which characterize effective schools. "Schools which are defined as effective on the basis of success and equitability in student performances on standardized tests are paired with ineffective schools of similar socioeconomic profile , and the factors unique to effective schools are then isolated" (McNeely 1981, 2). The five components emerging from the research and incorporated into a diagnostic prescriptive and action process by the Urban Education Committee were:

1. leadership that takes instructional responsibility for the school building
2. high expectations on the part of *all* the building staff for *all* the students
3. a relaxed but orderly building and learning environment
4. a building-wide emphasis on basic skills
5. consistent and reliable monitoring for results.

The purpose of the SET project was to mobilize resources for integrating these factors into the learning community. The criteria used by the authors to identify more effective schooling programs was therefore met by this program. The effort to bring low-income/minority scores on national achievement tests up to the national norm was stated, and the five components selected were consistent with those identified in this paper.

In the fall of 1980, the Urban Education Committee gave an overview of the project to state and local educational agencies and organizations. In the two years of the project's existence, three schools have volunteered to participate. Support for and commitment to the project by the school, district personnel, and community members was mandatory for participating schools. Each of these three schools have participated in the three-phase school improvement program that defined the action process founded in the descriptive research. These phases were:

1. an initial workshop in which all personnel in the school building are taken out of the building for three days of action planning and organizing

2. a follow-up period of continued facilitation and organizational development during which time the action planning and organizing are used to re-structure behavioral patterns in the school building
3. a periodic delivery of competencies needed to maintain and expand the action planning and implementation of school objectives (McNeely 1981, 3).

The first phase of the SET Project included a total school assessment, identification of target areas, statement of short and long term goals, and formulation of realistic strategies for action plan implementation. Trainers and resources were provided by NJEA.

The second phase of the project was the implementation process which takes at least two years. A facilitator-developer was assigned to each building and worked in conjunction with the coordinating, task, and factor committees. This person was assigned by NJEA but worked at the request of the local school staff. Technical assistance, requested training, needed resources, and overall action-plan implementation assistance were the services provided by the facilitator-developer upon request.

Phase three occurred simultaneously with phase two. Extended training and strategy identification reinforced and expanded the effectiveness of the program objectives.

The design of the SET Project was such that the responsibilities initially assumed by NJEA were eventually transferred to the local district level. The training-of-trainers component expanded the cadre of qualified leaders and disseminated the resources to a broader group of local educational personnel. A monitoring and evaluation process is being developed and implemented by NJEA in cooperation with Research for Better Schools. This will enable reliable, ongoing evaluation processes for local school programs. Continued effectiveness and local autonomy will therefore be enhanced.

The outcomes of the SET Project after two years of operation indicated a positive impact. Areas that have improved since the program was initiated are school morale and behavior, teacher attendance, assertive championing of students, acquisition of resources, safety and security, discipline, community relations, and parental involvement. Comparative data are not yet available to describe student achievement performance. However, teachers have observed improvement in classroom performance. The expectation is that this trend will continue.

5. Rising to Individual Scholastic Excellence (RISE) in Milwaukee, Wisconsin

Milwaukee Public Schools began the development of a more effective schooling program known as RISE (Rising to Individual Scholastic Excellence) in 1979. The operational definition is based on the research findings of Ronald Edmonds and Wilbur Brookover. "Instructionally effective schools (are) schools in which low-income students acquire mastery of basic skills that currently are mastered by most middle class students" (Eubanks and Levine 1983, 40).

Five characteristics of instructionally effective schools were identified as the core of school improvement plans. These characteristics, determined by Edmonds' research to be present in effective schools, were:

1. strong leadership at the school level
2. high expectations for student performance, conveyed by all staff
3. an orderly school learning climate
4. strong emphasis on teaching the basic skills
5. frequent evaluation and ongoing monitoring of pupil progress.

The development team of Project RISE integrated these and additional components into six categories that would provide a framework for local school improvement planning. These categories and their descriptions follow.

School Climate Strong sense of academic mission; high expectations conveyed to all students; strong sense of identification/affiliation; ongoing recognition of personal/academic excellence.

Curriculum Grade level expectations in reading, mathematics and language arts; planning and monitoring for full content coverage; use of the accelerated curriculum (planning for more than one year's growth).

Instruction Efficient classroom management through structured learning environment; key instructional behaviors (review and homework check, developmental lesson, process/product check, actively monitored seatwork, and related homework assignment); direct instruction as the main pedagogical approach for basic skills; academic priority evidenced in increased amount of allocated time; maximizing academic engaged time (time-on-task); reading, mathematics, and language arts instruction beginning in kindergarten.

Coordination of Supportive Services Instructional approach curriculum content, and materials of supplementary instructional services are coordinated with classroom program; pull-out approach is used only if it does not fragment the classroom instructional program, does not interfere with the efforts to maximize academic engaged time (time-on-task), and does not reduce the amount of allocated time.

Evaluation Frequent assessment of student progress on a routine basis (such as "Friday-test day"); precise and informative report card with emphasis on acquisition of basic skills; serious attitude towards test-taking as an affirmation of individual accomplishment; test-taking preparation and skills.

Parent and Community Support Regular and consistent communication with parents; clearly defined school homework policy which is explained to parents and students; emphasis upon importance of regular school attendance; increasing awareness of community services available to reinforce and extend students' academic program (Eubanks and Levine 1983, 43).

The initial year of the project, 1979-80, was devoted to planning for instructional improvement. The target population were eighteen elementary and two middle schools. These were selected by central office personnel based on the characteristics of the student body. The population was composed of a high percentage of low-income, minority students, and the standardized achievement tests reflected a significant proportion of below average scores. During

this year participating school faculties were involved in training and staff development activities to assist in improving the planning design. Strategies were suggested that would enable the plan to effectively address the six categories. Unique concerns within each of the twenty schools, in relationship to district goals, were considered and incorporated in strategy determination.

There were conditions within the RISE schools that seemed to facilitate the program's effectiveness in realizing its components. Due to the nature of the teachers' schedules, there was a significant amount of time available for planning, development, and evaluation, thus reducing the need for financial resources to assist in ongoing assessment. Curriculum specialists were assigned to work with each school in Project RISE. In most cases an assistant principal was on the staff. At least one full-time reading-resource teacher was in each school. Chapter I personnel were available resources. A team from the central office visited each RISE school and provided ongoing evaluation feedback to the principal. RISE principals attended monthly meetings and gained assistance from central office personnel and university faculty. To provide direction, the program had a coordinating board composed of two principals, two curriculum specialists, and the project director.

The outcomes, after two years of program implementation, gave a positive evaluation for effectiveness. There was evidence that the majority of principals had become active instructional leaders. Policies had become incorporated into the schools' functioning that reflect the more effective schooling components.

Another measurement of the realization of instructionally effective schools was the increase in standardized test scores of low-income students.

> Direct evidence indicating improvement in achievement is available in the form of standardized test scores showing that the percentage of RISE third graders in the lowest reading performance category (bottom three stanines) decreased from 36 percent in 1981 to 32 percent in 1982, compared with a decrease from 23 percent to 22 percent for the MPS as a whole. Similarly, small reductions in the percentage of RISE students in the lowest performance category also were recorded in fifth and seventh grade reading and fifth grade mathematics. At the fifth grade level, the average percentage of students (unweighted mean of individual school percentages) in the lowest reading performance category was 40 percent in 1982 as compared with 55 percent in 1979; the comparable figures for fifth grade math were 42 percent in 1979 and 21 percent in 1982" (Eubanks and Levine 1983, 8).

It is evidenced that RISE fulfilled the criteria used in this paper to define a more effective schooling program. By integrating five of the six components in school programs for the purpose of increasing standardized test scores of low-income and/or minority students, positive results have been achieved.

6. Effective School Project (ESP) in Chicago

The Chicago desegregation plan recommended to the Board of Education in the summer of 1981, that a strong instructional intervention strategy be provided to racially isolated schools. Concerns associated with this population were achievement scores, student mobility, and attendance and suspension rates. Upon the approval of the board, the Effective Schools Project (ESP) was initiated in August of 1981, to begin implementation in September of 1981.

The target population reflected the concerns identified. Forty-five schools were selected that had the requested demographics. Of course, 35 had a student population that was 97 or more percent black, and 10 had a student population that was 73 or more percent Hispanic. Thirty-six schools were elementary, 4 were branches of multi-site elementary schools, 2 were middle schools, 2 were upper-grade centers and 1 was primary. The median percent of the students from low-income families was 69 percent. These 45 schools had the lowest 1980 and 1981 reading and math scores from racially identifiable schools. Therefore, the population and performance status of the schools were consistent with the largest populations described in the more effective schooling research.

Six factors were identified that were believed to be critical in raising achievement scores. These were modified from studies done by Edmonds (1978b) and others.

The operational components of the school planning designs and their descriptions, also modified from the research, follow.

1. ***Time on Task*** The amount of engaged learning time a student spends actually involved in a meaningful, well-planned, structured learning environment. Programmatic initiatives in this area may include: reorganized instructional models and focus; extended school day; a comprehensive arts program; eleven-month school year.
2. ***Expectations for Learning*** Educators working with the urban poor or with any children must believe that their students can learn and that they can teach them. Activities (may include) personal development; cultural awareness; staff development; parent participation; cultural diversity in learning styles.
3. ***Strong Principal Leadership*** Leadership cements together the components of the effective school . . . Recommended programmatic initiatives . . . include: establishing a Local School Planning Committee; developing a Teacher Cadre; promoting faculty stability; increasing staff development days.
4. ***Parental and Community Involvement*** The effect of parental involvement cannot be underestimated. . . . Recommended program initiatives in this area include implementation of parental assisted prescriptive homework programs and efforts to more fully involve these schools in the Adopt-A-School Program.
5. ***Evaluation Utilization Potential*** Focus on the following areas will improve the use of school data for purposes other than description: understanding factors in the modified Chicago design; data collection and

analysis; planning and goal setting; self-conducted needs assessment; staff development.

6. ***General School Climate*** Many factors impact on the general climate within a school . . . aspects of the school climate subject to direct intervention . . . (include): closed campus; faculty stability; staff/student morale; condition of building (Eubanks and Levine 1983, 11–12).

The process incorporating the effective schooling project in the forty-five schools began in August of 1981 with a week-long planning workshop. Teams of principals and teachers from the participating schools discussed research findings on effective schools. An eighty-item needs assessment instrument was reviewed, explained, and received by all ESP principals for local school administration. Following this inservice, school action plans were developed. These were designed using the data from the needs assessment in conjunction with the six guiding components. There was no requirement to incorporate all of these into the action plan, nor was there a structured means of including the data from the assessment. However, there were two basic considerations emphasized in the action plan development: instructional methods and organizational modifications.

> Among the actions most frequently undertaken by schools were to employ a full-time person to work with staff in improving reading; employment of a teacher for art, music science, or social studies; a variety of activities to improve school climate and time-on-task; more intensive use of support services in implementing and instruction; introduction of in-school suspension programs or other components to improve attendance; and purchase of staff development and in-service training resources. Eighteen of the ESP schools conducted or helped conduct summer schools in 1982, and eight others arranged to send their students to other locations (Eubanks and Levine 1983, 13).

At the beginning of the second year of implementation (August, 1982), a ten-day conference was held for ESP school teams. These teams were made up of representatives from both certified and noncertified school staff. The purpose was to revise and update their action plan for the subsequent year of involvement in ESP.

Action-plan monitoring and support was enhanced by a six-member, full-time staff assigned to administer ESP. Also, the Action Plan Review Criteria Instrument had been developed to assess the relationship of activities and programs to the plan's objectives.

The outcome of ESP cannot yet be fully described. Due to certain factors (i.e., large population, inadequate preprogram test scores, and brevity of program implementation), reliable data have not been gathered for analysis. What is available does indicate apparent realization of program goals. The findings express the limitation that

it is difficult to determine the degree to which ESP achievement gains should be attributed to the project or to other external actions and changes.

> Regarding academic achievement, data analysis indicates that eight-year-olds at ESP schools gained seven months in reading in 1981-82, compared with five months in 1980-81. Similarly, eleven-year-olds gained nine months in 1981-82 compared with seven months in 1980-81, and thirteen-year-olds gained 11 months in 1981-82 compared with seven months in 1980-81. City-wide, reading scores of eight-year-olds remained the same between 1981 and 1982, the scores of eleven- and thirteen-year-olds improved by 1 and 2 months, respectively; thus gains at ESP schools were greater than for the entire city. Gains of nine and eleven months among eleven- and thirteeen-year-olds, respectively, were particularly encouraging in view of the fact that ESP schools have had low-achieving students in preceding years (Eubanks and Levine 1983, 15-16).

The findings which are available do describe positive growth as a result of more effective schooling programs. Based on the demographics of the target population, one of the criteria for defining this program as effective was a rise in the test scores of low-income and/or minority students towards the national norm. The program components addressed five of the six more effective schooling components, therefore achieving the second criterion.

7. Project SHAL, St. Louis, Missouri

Project SHAL is a program based on the more effective schooling research conducted by Ronald Edmonds (1978a). The project services Area I of the St. Louis Public Schools. The impetus for the development of the program came from Area Superintendent Rufus Young's effort to determine the unique needs of the schools in Area I. Support was provided by the Midwest Race and Sex Desegregation Assistance Centers and the Danforth Foundation for the development and implementation of the project. An assessment process was developed in 1979. Emerging from the findings were several activities, including goal identification, administrative leadership, seminars, individual instructional plans, mastery reading program, and exploration of more effective schooling components. These activities culminated in the initiation and implementation of Project SHAL.

The five primary components of Edmonds' research, strong administrative leadership; high teacher expectations; positive school climate; emphasis on basic skills; and regular ongoing assessment of student progress, reflected the areas of focus of the initial district activities. These became the operational components of Project SHAL. Also encompassed by Project SHAL was Edmonds' definition of more effective schooling: "Effective schools (are) those

schools that teach basic skills to the children of minority and poor as effectively and successfully as they teach the children of the middle class" (Edmonds in Codianni 1982, 3). This definition, including the five identified components, is consistent with the definition of more effective schooling used in this paper.

To achieve more effective schools, the following goals were established for Area I where twenty-two of the thirty-three schools are racially isolated: 1) an increase in the average academic achievement of the students in those schools to or above the national norm; and 2) the development of educational programs that not only improve academic achievement but can also be replicated. (Codianni 1982, 5). This second goal was a unique aspect of this program. "Project SHAL is not a research project but a developmental process to assist educational personnel to increase student academic achievement utilizing the components of Ronald Edmonds' More Effective Schooling Studies" (Codianni 1982, 5). A description of Project SHAL's five-part process follows.

Orientation In this phase technical assistance and consultations were provided for all project participants (four schools) and were focused on the five components of more effective schooling. Workshops and inservice sessions were conducted for administrators and school staff to familiarize personnel with the project goals and begin preparation in each school for self-assessment. (This process was implemented in the spring of 1981 with an additional twelve schools.)

Assessment This phase involved the cooperative development of a self-assessment tool by school staff, the administration of these assessment tools, and the analysis of the results. The development of the tool was considered a very significant task for the staff. It provided an opportunity for personnel to begin to internalize the five major components from Edmonds' research as they prepared to assess their staff's level of development in those specific areas. This process was implemented in the spring of 1981 with the first four schools and was implemented in the spring of 1982 with the additional twelve schools.

Planning A four-week summer institute was conducted for the staff of the original four schools in the summer of 1981, and a four-week summer institute for the additional twelve schools was conducted in the summer of 1982. In this institute, staff were provided the opportunity to begin planning and designing implementation strategies that made use of the results of their preassessments. Curriculum development and development of instructional and motivational strategies occurred. The staffs also explored more extensively the major components of the project.

Implementation Implementation of more effective schooling strategies for the original four schools began in the fall of 1981 and continued throughout the school year. The additional twelve started implementing their programs in the fall of 1982.

Replication The replication model was developed in conjunction with the Midwest Race and Sex Desegregation Assistance Center's staff, the administration of Area I's Central Office, and the four building principals. Outside consultants were brought in to assist the staff in developing a replication model for Project SHAL which will be used in the twelve additional schools. As a

result of this process, a replication model emerged. Through participant input, consultant expertise, and research findings, four stages were identified. Descriptions of program elements and major outcomes are described in the chart that follows.

The effectiveness of Project SHAL has been documented in the interim project evaluation which stated:

> Both types of data — quartile data and preliminary statistical analyses — show that even in its short time of operation, Project SHAL has recorded outstanding successes. Although it is not yet possible to track individual pupils with "matched" data, use of aggregate data show that more SHAL schools are statistically (.05) at or beyond the national norms on CAT [California Achievement Test] than are City or Area I schools. The SHAL schools have scored impressive gains in moving pupils from low to high quartiles in reading and math. Even though the SHAL schools started behind the City and Area I schools in every category, the SHAL schools have met or surpassed the City and Area I schools. In eight comparisons of gains over time, SHAL was higher on six, even on one, and lower on only one when compared to both City and Area I schools.
>
> It seems safe to report that SHAL schools are making outstanding progress toward achieving the goal of getting pupils at or above national norms on the CAT for reading and math. These results are important, especially since SHAL has been working with pupils for such a short time.
>
> The second goal of SHAL, a replication model, has been achieved. The model needs some actual use and testing. Movement of SHAL concepts to an additional 12 schools in Area I should provide an opportunity for this field test.
>
> Some refinements in evaluation are needed to provide better evaluation results. Many of these refinements have been discussed in this report.
>
> All preliminary indications at the current point in time point to SHAL as a winner! (Achilles and Du Vall 1982, 30)

CHART 1:
PROJECT SHAL: AN EFFECTIVE SCHOOL IMPLEMENTATION/REPLICATION MODEL

		PROGRAM ELEMENTS		
STAGES	**LEVELS**	**ADMINISTRATIVE LEADERSHIP**	**SCHOOL CLIMATE**	**HIGH EXPECTATIONS**
Awareness or **Interest** (Mobilization Knowledge and Persuasion)	RECOGNITION AND ORIENTATION LEVEL 1	Strong commitment from "central office." Set up some *structure* for getting things done (i.e., administrative council to coordinate project activities, Task Forces to develop plans for program elements, Grade Level and Content Area Committees). Plan to keep the principal and staff in the same building for several years (Continuity of Leadership). Develop Readiness and Receptivity through public relations and staff awareness workshops. Develop a program and evaluation plan; collect baseline data on attendance, discipline referrals, school climate profiles, and student ID's for all students at start of project.		
Evaluation or **Trial** (Implementation) Decision	EXPLORATION AND DESIGN LEVEL 2	Principal is a believer; is committed; rededicates him/herself to quality education; develops activities consistent with the purposes of education; establishes building goals and sets norms; remakes schedule to support such practices as learning blocks and common teacher planning time; fosters open communication, decision-making, and problem-solving channels; refocuses his/her efforts on instruction.	Staff analyzes school climate profile, and building plans are developed to improve identified problem areas. Committees formed to plan strategies. Instruction and learning are seen as the primary focus of school. However, factors affecting instruction such as discipline, rules, and building plant are still examined. Consistent Discipline Code/Handbook developed/updated. Motivational devices (buttons and murals) stress the positive. Award Days. Lots of student oriented activities. Neat building grounds. A clean environment is promoted as everyone's responsibility.	Principal and staff set national norms as standards for group achievement test results. Staff establishes high expectation for *all* persons in school. Emphasis on positive expectations. "Critical mass" of teachers become believers.

		PROGRAM ELEMENTS		
STAGES	**LEVELS**	**ADMINISTRATIVE LEADERSHIP**	**SCHOOL CLIMATE**	**HIGH EXPECTATIONS**
Evaluation or **Trial** (Implementation) Decision	IMPLEMENTATION (TRIAL/PILOT) LEVEL 3	Principal focuses on climate, high expectations, basic skills, assessment, pupil achievement (and refocuses staff interest on these); plans with a sense of timing and moves from problem to program orientation; is highly visible (school grounds, hallways, and classrooms); schedules instructional supervision sessions; plans instructional events into the schedule; provides ongoing support to staff while focusing on the key goals of the project; strives to achieve school norms; knows school: pupils, parents, staff and neighborhood; treats parents/students/staff with respect.	Respect and courtesy permeate the building. Sense of community and pride in building is felt and exhibited through potluck meals, informal coffees, etc. Sense of spirit. Staff members feel they are part of the school. Teachers feel responsible for all students and for classroom discipline. If teachers have problems, they phone or visit home (etc.). Mutual respect between and among students and staff. Planning time is for planning (no TV) and scheduled so that groups of teachers are together for planning. Students know that rules and Code of Conduct are implemented and consistently enforced.	Principal focuses on building and individual goals and on national achievement norms. Success is something seen as attainable by everyone. Increased honor roll, good citizenship, attendance and other incentive awards. Ongoing principal/teacher discussions about tests (i.e., CAT). Continuous inservice efforts on expectations, interactions and their relationships to achievement. Many pupils' behavior exhibits high goals and expectations.
Adoption or **Adaption** (Incorporation) Confirmation	INSTITUTIONALIZATION AND RENEWAL	Principal coordinates instructional programs; emphasizes achievement; sets broad school-wide goals and objectives; sets personal goals and objectives; transmits well-defined set of goals to faculty, parents and community; plans and schedules to make optimal use of human and physical resources; accepts responsibility for what goes on at school; emphasizes teacher	Discipline code outlines consequences of unacceptable behavior. Discipline code is enforced consistently and fairly; is understood and accepted by most parents, teachers and students. School functions *as a coherent whole* rather than teachers functioning as individuals. Principal promotes an atmosphere that is orderly without being rigid, quiet without being oppressive, and	Staff believes all students can master basic objectives. Students are expected to gain one year or more on standardized test for each school year (math, reading, writing). Trend continues or increases each subsequent year. Principal communicates high expectation of self and faculty to achieve school's goals and objectives. Teachers are expected to have expectations for students and to

		PROGRAM ELEMENTS		
STAGES	**LEVELS**	**ADMINISTRATIVE LEADERSHIP**	**SCHOOL CLIMATE**	**HIGH EXPECTATIONS**
	INSTITUTIONALIZATION AND RENEWAL (con't) LEVEL 4	inservice in specific content areas and classroom management techniques; keeps abreast of research in education for implementation as needed; takes assertive dominant role in decisions about the selection of instructional materials and in program planning and evaluation; monitors the instructional process; sets standards of performance for teachers and self.	generally conducive to the business at hand; enables teachers to teach by limiting housekeeping chores. Supports workers. Acts as resource and aggressively seeks resources for teachers. Fosters trust through positive teacher/principal interaction. Aggressively seeks and obtains political, parental and financial support.	communicate expectations to their students. Staff communicates to students that they can learn and are expected to become good citizens and to graduate from high school.
		PROGRAM ELEMENTS		**MAJOR OUTCOMES**
		COMMITMENT TO TEACHING BASIC SKILLS	**REGULAR AND CONTINUOUS ASSESSMENT**	**IMPROVED STUDENT ACHIEVEMENT**
Awareness or **Interest** (Mobilization Knowledge and Persuasion)	RECOGNITION AND ORIENTATION LEVEL 1	Strong commitment from "central office." Set up some *structure* for getting things done (i.e., administrative council to coordinate project activities, Task Forces to develop plans for program elements, Grade Level and Content Area Committees). Plan to keep the principal and staff in the same building for several years (Continuity of Leadership). Develop Readiness and Receptivity through public relations and staff awareness workshops. Develop a program and evaluation plan; collect baseline data on attendance, discipline referrals, school climate profiles, and student ID's for all students at start of project.		

		PROGRAM ELEMENTS		MAJOR OUTCOMES
STAGES	**LEVELS**	**COMMITMENT TO TEACHING BASIC SKILLS**	**REGULAR AND CONTINUOUS ASSESSMENT**	**IMPROVED STUDENT ACHIEVEMENT**
Evaluation or **Trial** (Implementation) Decision	EXPLORATION AND DESIGN LEVEL 2	Teachers agree on skills to be taught and some common goals to be attained. Use of ongoing workshops to introduce several successful basic skills approaches (direct instruction, time on task, etc.). Develop blocks of instructional time with no interruptions. Develop common lists of skills (i.e. for ten-week blocks) for each grade level. Articulation between/ among teachers and grades. Teach major subjects early while pupils are most alert. Design spiraled minimum competencies. Inservice focuses on mastery learning of basic skills (Reading and Mathematics).	Teachers agree on expectations for passing or work needed for satisfactory completion. Staff development on test measurement and construction ongoing. Homework policy established.	Pupils seem "happier" at school. A more orderly school. Neater/cleaner/less noisy. More purposeful movement. Homework is being completed as required. Parents know about and support school focus on pupil achievement.
	IMPLEMENTATION (TRIAL/PILOT) LEVEL 3	Teachers and pupils engage in planned learning efforts. Instruction-oriented staff meetings. Emphasis on basic skills (Mastery Learning and Missouri Math Effectiveness) improvement. No pull-out for Title I students; alternative approaches implemented. Ongoing teacher regrouping as needed. Structure, schedule and model for delivery are all in place.	Administrators monitor teachers' work as teachers are expected to monitor pupils' work. Stated and observed levels of achievement for promotion, homework, grading, and minimum competencies implemented. Discussion of results of testing used as an assessment to identify problems and plans. Staff knows how students are progressing (has and uses results of testing programs).	Pupil attendance is increased. More positive parent inputs. Students in classes, not in halls. Increased rate of achievement. Games or contests in schools often focus on pupil achievement; rewards and recognition for achievement are known and respected in the school.

		PROGRAM ELEMENTS		MAJOR OUTCOMES
STAGES	**LEVELS**	**COMMITMENT TO TEACHING BASIC SKILLS**	**REGULAR AND CONTINUOUS ASSESSMENT**	**IMPROVED STUDENT ACHIEVEMENT**
Adoption or **Adaption** (Incorporation) Confirmation	INSTITUTIONALIZATION AND RENEWAL LEVEL 4	Principal requires that instructional objectives guide the schools' programs. Critical mass of staff articulate commitment to basic skills. Staff opposes postponement of basic skills instruction for any reason. Emphasizes achievement in reading, math and language writing. Maximum teacher time on task (basic skills instruction) is required. Alternative remedial and accelerated programs are in place (not just pull-out).	Principal requires use of standardized tests to measure academic achievement; requires use of teacher-made test designed to test achievement of objectives; requires periodic review of school-wide goals, objectives, and strategies followed by appropriate change. Views declining achievement test scores as fault of school, not fault of students; eager to avoid things that don't work; committed to implementing things that do. Frequently performance based on accomplishment of objectives; teachers frequently evaluate pupil progress personally.	Group achievement scores at each grade level reach and are maintained at the national average or above. Individual students move at or above "average" rate between pre- and post-test efforts.

8. School Improvement Project in New York City

In 1979-80, the School Improvement Project (SIP) was initiated in New York City. It has as its major purpose the implementation of local school improvement plans that address the five components of more effective schools as identified by Edmonds. These include strong administrative leadership, high expectations, positive school climate, basic skills emphasis, and ongoing monitoring and assessment. Planning committees at each participating school were composed of administrators, staff, and parents. Less than 40 percent of the students reading at grade level in the public schools participating in SIP.

In the first year of the project ten public and four non-public elementary schools were involved. An additional nine schools joined the project in 1980-81. School principals, with approval from their superintendents, volunteered to participate. Liaisons were assigned to each school and provided technical assistance for program implementation.

Needs assessment instruments were developed and revised to allow an accurate description of the local schools' status. Regular meetings were held weekly or biweekly for the planning committee to monitor the school improvement plan. Ongoing technical assistance was provided by the liaison and consultants in staff development activities.

The feedback and evaluations of SIP after the second year of implementation have been positive. Staff involvement, reading programs, and achievement scores reflect SIP's significant impact in the participating schools.

> Data on achievement collected after the first two years of implementation also provided ground for optimism. Among seven public schools which implemented improvement plans in 1980-81, there was an average increase of 16 percentage points between spring of 1979 and spring 1982 in the percent of students reading at or above grade level, compared with an average gain citywide of four percentage points. Among nine public schools which joined the project in 1980-81 and implemented plans in 1981-82, there was an average gain of 11 percentage points between the spring of 1980 and the spring of 1982 (Eubanks and Levine 1983, 28).

This program has the goal of raising the test scores of its students by providing school programs which incorporate more effective schooling components. Efforts have been implemented and scores have increased. This evidences the fulfillment of the criteria outlined in this paper for more effective schooling.

Summary

The eight programs discussed in this chapter use the more effective schooling research as a model and conform with the criteria of more effective schooling as identified by the authors. Each program has unique strategies for program development and implementation. By studying the specific programs, certain

understandings can be gleaned. However, it is crucial to the successful implementation of these programs that the uniqueness of each community is understood and considered. The response to this diversity is what has created and will create a relevant and effective school program.

Many other programs which meet the criteria set out by this paper for more effective schooling have been developed and are in the early stages of implementation. These too are worthy of examination and can provide educators with a framework which assures achievement. It is not the purpose of this paper to describe all such programs, since their rapid and frequent development does not make this feasible. It was our purpose, however, to review selected programs which meet the criteria of (1) making efforts to increase achievement scores as a measure of effectiveness, and (2) attempting to integrate three of the six components into the program design. Those selected exemplify diverse methods for realizing the criteria which are fundamental to more effective schooling programs.

Within each program, regardless of different strategies, there is a generic process which emerges. The process does not describe specific behaviors but does present four stages necessary for program evolution. These are discussed in the following chapter.

IV. A GENERIC PROCESS FOR MORE EFFECTIVE SCHOOLING PROGRAM IMPLEMENTATION

A replication model is not synonymous with a process. Such a model can be used to describe what one program has done to implement more effective schooling research based on the unique characteristics and needs of a specific, targeted population. Eight replication models appear in Chapter 3. All are committed to making efforts to increase achievement scores. All incorporate at least three of the six more effective schooling components identified. Staff development, one of the six, is often not identified but is operating, since staffs must be an integral part of development and implementation. However, the combination of the remaining five differ depending upon the needs of the community. There are a multiplicity of variables inherent to any environment that prescribe the necessity of certain program elements and not others. This precludes a generic process from developing by requiring specific component implementation. If a process indeed exists, then its methodology must be identified.

Some generic processes for more effective schooling implementation have been described. David Squires of Research for Better Schools, Inc. (1980), Edmonds and Lezotte (1982), and Purkey and Smith (1982) have identified certain stages that are inherent to more effective schooling program development. These generic processes do facilitate the integration of effective schooling and have significant outcomes. From the replication models described in this text emerged a methodology for effective program implementation. There

are four vital stages of this implementation methodology, whether administered at the state or building level. First, there is *an assessment process* that captures the status of the more effective schooling criteria and components. The analysis of the data collected from this assessment is used in the second stage, *planning*. The development of a plan of implementation focuses on the areas that need enhancement and identifies a variety of vehicles for that enhancement. This evolves into the third state, *implementation*, which is ongoing. The plan's goals and objectives, incorporating the criteria presented by the authors, are put into practice with both short term and long range activities. The fourth stage, *evaluation*, is vital for the realization of more effective schools. The criterion of making efforts to increase achievement scores requires evaluation of student performance at regular intervals. Continuous monitoring of the program to assess accurate response to the needs of the school community is necessary.

What has emerged from these program descriptions is reflective of the school improvement planning process identified by Edmonds and Lezotte (1982). They have delineated six stages: (1) identify and convene a building level school improvement team (assessment); (2) define an effective school in student outcome terms (planning); (3) conduct a school assessment focusing on effective schooling characteristics (assessment); (4) analyze school functioning (assessment); (5) develop a plan to address identified strengths and weakness (planning and implementation); and (6) provide resource dissemination and evaluation (implementation and evaluation).

These processes do enable more effective schooling programs to be realized; however they do not assure the desired outcomes. Nevertheless, the literature and those who implement programs sometimes seem to be asking for a generic process that will assure that the implementation of these programs will produce effective schools as defined by student performance outcomes. A simple cause-and-effect formula that disregards the variables unique to each community does not contribute to more effective schooling implementation.

Many factors and behaviors contribute to the creation of each school's culture (Purkey and Smith 1982). The mere identification of certain behaviors and activities would create a system of education that does not consider each individual school's uniqueness. Such a method would create a system of education that did not incorporate the diversity which exists and would thus establish a self-defeating process. Observations can be made, as have been made in this paper, that describe certain methods reflecting more effective schooling characteristics. Depending on the needs and culture of a school, these can be incorporated into the school's functioning.

A generic process facilitating the recognition and adoption of these methods has developed from this program review; a formula giving a how-to-approach would not have accomplished this task. It appears that what must be acknowledged is the ability of educators to respond to the uniqueness and diversity of their own environment. Certain suggestions can be made, but final implementation of more effective schooling programs must rely on the authentic expertise of educators to interpret the research within their own context.

V. REFERENCES

Achilles, C. M. and DuVall, L.
1982 *Interim Evaluation Report Project SHAL Area I.* Report prepared for Area I Superintendent Rufus Young. St. Louis, MO: Area I District Office, 5234 Wells Ave.

Alaska Department of Education
1981 *Alaska Effective Schooling Program*. Juneau, AK.

Armor, D. et al.
1976 *Analysis of the Schools Preferred Reading Programs in Selected Los Angeles Minority Schools*. Santa Monica, CA: Rand Corporation. ED 130 243.

Austin, G. R.
1979 "Exemplary Schools and the Search for Effectiveness." *Education Leadership* 37, 1 (Oct):10-14.

Brookover, W. B. et al.
1979 *School Social Systems and Student Achievement — Schools Can Make a Difference*. Brooklyn, NY: Praeger Publishers.

Brookover, W. B. and Lezotte, L.
1977 "Changes in School Characteristics Coincident with Changes in Student Achievement." East Lansing: Michigan State University, College of Urban Development. ED 181 005.

Brookover, W. B. and Schneider, J.
1975 "Academic Environment and Elementary School Achievement." *Journal of Research & Development in Education* 9, 1:82-91.

California State Department of Education
1980 *Report on the Special Studies of Selected ECE Schools with Increasing And Decreasing Reading Scores*. Sacramento, CA: Office of Program Evaluation and Research. ED 188 106.

Clark, D. L. et al.
1980 "Factors Associated with Success in Urban Elementary Schools." *Phi Delta Kappan* 61, 7 (March): 467-470.

Codianni, A. V.
1982 *More Effective Schooling: A Special Project*. A Progress Report (Draft Copy). Manhattan, KS: Midwest Race and Sex Desegregation Assistance Center, September.

Cohen, M.
1980 *Instructionally Effective Schools: Research Area Plan*. Washington, D.C.: U. S. Government Printing Office, August. ED 210 801.

40

Coleman, J. S. et al.
1966 *Equality of Educational Opportunity*. Washington, D.C.: U. S. Government Printing Office. ED 012 275.

Connecticut State Department of Education in Conjunction with the Northeast Regional Exchange
1981 *The Connecticut School Effectiveness Project*. Hartford, CT: December.

Doss, D. and Holly, F.
1982 *A Cause for National Pause: Title I Schoolwide Projects*. Austin, TX: Office of Research and Evaluation, Austin Independent School District. (ORE Publications No. 81.55.) ED 214 996.

Edmonds, R.
1978a *"Search for Effective Schools: The Identification and Analysis of City Schools That Are Instructionally Effective for Poor Children."* Cambridge, MA: Harvard University, Center for Urban Studies. ED 142 610.
1978b *A Discussion of the Literature and Issues Related to Effective Schools*. Paper presented at the National Conference of Urban Education, St. Louis, MO, July. ED 170 394.
1979 "Effective Schools for the Urban Poor." *Educational Leadership*, 37, 1 (October):15-27.

Edmonds, R. and Frederiksen, J. R.
1978 *Search for Effective Schools: The Identification and Analysis of City Schools That Are Instructionally Effective for Poor Children*. Cambridge, MA: Center for Urban Studies, Harvard University. ED 170 396.

Edmonds, R. and Lezotte, L.
1982 *The Correlates of School Effectiveness*. Michigan State University, East Lansing, MI, January 27.

Eubanks, E. and Levine, D. U.
1983 *A First Look at Effective School Projects at Inner City Elementary Schools*. Paper presented at the annual meeting of the American Association of School Administrators, Atlantic City, NJ, February 27.

Glenn, B. C.
1981 *What Works? An Examination of Effective Schools for Poor Black Children*. Cambridge, MA: Center for Law and Education, Harvard University. ED 216 060.

Hunter, M. G.
1979 *Final Report of the Michigan Cost-Effectiveness Study*. East Lansing: Michigan Department of Education.

Levine, D. U. and Stark, J.
1981 *Instructional and Organizational Arrangements and Processes for*

Improving Academic Achievement in Inner City Elementary Schools. Extended Summary and Conclusions, Kansas City, MO: University of Missouri, School of Education, Center for the Study of Metropolitan Problems in Education, August. ED 213 814.

Lezotte, L., Edmonds, R., and Ratner, G.
1974 *Remedy for Social Failure to Equitably Deliver Basic School Skills*. Cambridge, MA: Center for Urban Studies, Harvard University.

Madden, J. V. et al.
1976 *School Effectiveness Study: State of California*. Sacramento, CA: State Department of Education.

McNeely, D. R.
1981 *School Effectiveness Training Program*. A report of the Urban Education Committee to the Delegate Assembly. Trenton, NJ: New Jersey Education Association, May.

Medley, D. M.
1978 "Research and Teacher Effectiveness: Where It Is and How It Got There." *Journal of Classroom Interaction* 13, 2:16-20.

Missouri State Department of Elementary and Secondary Education
1982 *Instructional Management Systems for Missouri*. Jefferson City, Missouri.

New York State Department of Education
1974 *Reading Achievement Related to Educational and Environmental Conditions in 12 New York City Elementary Schools*. Albany, NY: Division of Educational Evaluation, March.

Purkey, S. and Smith, M.
1982 *Effective Schools — A Review*. Paper prepared for a conference on Implications of Research on Teaching for Practice, sponsored by the National Institute of Education in Warrenton, VA, Feb. 25-27. ED 214 265.

Roberts, J. et al.
1982 *Instructional Improvement in Maryland: A Study of Research in Practice*. Philadelphia, PA: Research for Better Schools. ED 223 553.

Rutter, M. et al.
1979 *Fifteen Thousand Hours*. Cambridge, MA: Harvard University Press.

Spartz, J. L.
1978 *The Use of Longitudinal Analysis to Identify More and Less Effective Schools*. Paper presented at annual conference of the American Educational Research Association, Toronto, Canada, March 27-31. ED 167 598.

Squires, D.
1980 *Characteristics of Effective Schools: The Importance of School Processes*. Philadelphia, PA: Research for Better Schools, October. ED 197 486.

Trisman, D. A. et al.
1976 *A Descriptive and Analytic Study of Compensatory Reading Programs* Final Reports-Volume I (PR 76-3, 1975) and Volume II (PR 75-26, 1976). Princeton, NJ: Educational Testing Service. ED 130 257; ED 130 258; ED 130 259; ED 190 613.

Venezsky, R. L. and Winfield, L. F.
1979 *Schools That Succeed Beyond Expectations in Reading*. Studies in Education. Newark, DE: University of Delaware. ED 177 484.

Weber, G.
1971 *Inner City Children Can Be Taught to Read: Four Successful Schools*. Washington, D.C.: Council for Basic Education. ED 057 125.

Wellisch, J. B. et al.
1978 "School Management and Organizations in Successful Schools." *Sociology of Education*, 51 (July): 211-226.

Westbrook, J. D.
1982 *Considering the Research: What Makes an Effective School?* Austin, TX: Southwest Educational Development Laboratory. ED 223 008.

VI. BIBLIOGRAPHY

Ascher, C.
1981 *Instructionally Effective Schools*. Fact Sheet Number 4. New York, NY: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, March.

Barth, R. A. and Deal, T.
1982 *The Principalship: Views from Without and Within*. Paper prepared for the National Conference on the Principalship, convened by the National Institute of Education, Washington, D.C., October 20-22. ED 224 176.

Brophy, J.
1981 "On Praising Effectively." *Elementary School Journal* 81, 5 (May): 269-278.

Brophy, J.
1982 *Classroom Organization and Management*. Paper written for the National Invitational Conference of the National Institute of Education, Warrenton, VA, Feb 25-27. ED 218 257.
1982 "Successful Teaching Strategies for the Inner City Child." *Phi Delta Kappan* 63, 8 (April):527-530.

Carroll, M. A. and Tyson, J. C.
"Good Teachers Can Become Better." *Improving College and University Teaching*, 29, 2:82-84.

Cohen, M.
1981 *Effective Schools Research — Toward Useful Interpretations*. NIE paper delivered at the 1981 Summer Instructional Leadership Conference of the American Association of School Administrators. ED 210 801.
1981 "Effective Schools: What the Research Says." *Today's Education* 70, 2:58-61.
1982 "Effective Schools: Accumulating Research Findings." *American Education*, 18, 1:13-16.
1982 "Effective Schools: What Research Tells Us: An Analysis." *State Education Leader* (Summer):6-7.

Cooper, Harris M.
1979 "Pygmalion Grows Up: A Model for Teacher Expectation Communication and Performance Influence." *Review of Educational Research* 49, 3 (Summer):389-410.

Dawson, J. A.
1982 *The School Effectiveness Training Program: Documentation of Its*

Application in Seven Urban Schools. Philadelphia, PA: Research for Better Schools.

Edmonds, R.
1977 *A Discussion of the Literature and Issues Related to Effective Schooling*. Paper prepared for the National Conference on Urban Education, Urban Education Program, CEMREL, Inc., St. Louis, MO. ED 170 394.

Edmonds, R.
1981 "Making Public Schools Effective." *Social Policy* 12, 2 (September/October):56-60.

Epstein, J. L.
1981 *A Discussion: Secondary School Environments and Student Outcomes*. Philadelphia, PA: Research for Better Schools. ED 212 710.

Fisher, C. et al.
1979 "Improving Teaching by Increasing Academic Learning Time." *Educational Leadership* 37, 1:52-53.

Good, T. L.
1979 "Teacher Effectiveness in the Elementary School." *Journal of Teacher Education* 30, 2 (March-April):52-64.

Good, T. L. and Beckerman, T.
1978 "Time on Task: A Naturalistic Study in Six Grade Classrooms." *Elementary School Journal* 78, 3:193-201.
1978 "An Examination of Teachers' Effects on, High, Middle and Low Aptitude Students' Performance on a Standardized Achievement Test." *American Research Journal* 15, 3:477-482.
1980 "Classroom Interaction as a Function of Teacher Expectations, Students' Sex, and Time of Year. *Journal of Education Psychology* 72, 3:378-385.

Goodland, J. I.
1979 *Urban Schools Are For*. Bloomington, IN: Phi Delta Kappa.

Governor's Task Force on Effective Schooling
1981 *Effective Schooling Practices*. A report presented to the Honorable Jay S. Hammond, Governor of Alaska, Juneau. ED 210 794.

Gray, J.
1981 "School Effectiveness Research: Key Issues." *Educational Research* 24, 1 (November):49-53.

Greenfield, W. D.
1982 *Research on Public School Principals: A Review and Recommendations*." Final Report to the National Institute of Education under contract #81-02-08, Kent, Ohio. ED 224 178.

Hall, G. et al.
1980 *Concerns-Based Adoption Model*. Austin: Research and Development Center for Teacher Education, University of Texas at Austin, February 18.

Hall, G. E. and Griffin, T.
1982 *Analyzing Context/Climate in School Settings — Which is Which?* Paper presented at the annual meeting of the American Educational Research Association, New York City, March. ED 222 513.

Harris, B. and Hill, J.
1982 *The Developmental Teacher Evaluation Kit* (DeTEK). Austin, TX: National Education Laboratory Publishers.

Howard, E. R.
1981 *School Climate Improvement*. Improving School Climate: A Total Staff Development Kit. Alexandria, VA: Association for Supervision and Curriculum Development.

Hunter, M.
1979 "Teaching is Decision-Making." *Educational Leadership* 37, 1:62-67.

Jones, F.
1982 "Dunbar High School of Little Rock: A Model of Educational Excellence." *Phi Delta Kappan* 63, 8:540-541.

Kansas City Public Schools
1982 *Strategic Plan for School Improvement 1982-1987*. Kansas City, MO: Kansas City Public Schools, July.

Kenney, J.
1982 *Instructional Improvement: Conference Proceedings*. Philadelphia, PA: Research for Better Schools, October.

Kerman, S.
"Teacher Expectations and Student Achievement." *Phi Delta Kappan* 63, 10:716-718.

Klitgard, R. E. and Hall, G. A.
1973 *A Statistical Search for Unusually Effective Schools*. Santa Monica, CA: The Rand Corporation. ED 085 409.

Lezotte, L.
1982 "Effective Schools Research and Implications." *Citizen Action in Education* 11:1-10 (Boston, MA).
1980 *Impact on Instructional Improvement*. Jamaica, NY: New York State Association for Supervision and Curriculum Development.
1980 *Documenting Successful Schools: Is There a Better Way?* Paper prepared for American Association of School Administrators, Summer In-

structional Leadership Conference, July 6-9, 1980. East Lansing: Institute for Research on Teaching, Michigan State University. ED 193 762.

Marliave, R.
1978 *Academic Learning Time and Achievement*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, March 27-31. ED 160 661.

Moody, C.D., ed.
1982 *Breakthrough* 10, 2 (Issue on "Effective Schools Research.") Program for Educational Opportunity Newsletter, University of Michigan School of Education.

New Jersey Principals and Supervisors Association
1982 *Prospectus for Center for Principals and Supervisors in Association with Research for Better Schools*. Philadelphia, PA.

Odden, A. and Dougherty, V.
1982 *State Programs of School Improvement: A 50-State Survey*. Report No. 182-3, Denver, CO: Education Commission of the States, August. ED 224 135.

Oliva, P. F. and Henson, K. T.
1979 "What are the Essential Generic Teaching Competencies?" *Theory into Practice* 19, 2:117-121.

Peterson, P. L.
1979 "Direct Instruction: Effective for What and for Whom?" *Educational Leadership* 37, 1:46-48.

Prentis, C.
1981 *Improving School Practice: Summary and Proceedings of the 1981 AEL Regional Forum*. Charleston, WV: Appalachia Educational Laboratory. ED 216 996.

Presseisen, B.
1982 *Understanding Adolescence: Issues and Implications for Effective Schools*. Philadelphia, PA: Research for Better Schools.

Research for Better Schools
1982 *An Overview of Four Developing Statewide School Improvement Programs*. Philadelphia, PA.

Research Information Service
1982 "Research Synthesis on Effective School Leadership." *Educational Leadership* 39, 5 (February):246-252.

Roberts, J. and Smith S.
1982 *Instructional Improvement: A System-Wide Approach*. Philadelphia, PA: Research for Better Schools, March. ED 217 532.

Saily, M.
1979 "Researchers Develop New Way to Document Student Achievement." *Educational R & D Report* 2, 2 (Spring):6-10.

Salganik, W.
1980 "Researchers Team with Reporter to Identify Schools that Work." *Educational R & D Report* 3, 1:2-7.

Shoemaker, J. and Fraser, H.
1981 "What Principals Can Do: Some Implications from Studies of Effective Schooling." *Phi Delta Kappan* 63, 3:178-182.

Stallings, T.
1981 *Implementation of the Stallings Classroom Management Staff Development Demonstration Project in Putnam County, West Virginia.* Executive Summary. Putnam County, WV: Appalachia Educational Laboratory. ED 225 976.

State of New York, Office of Education Performance Review
1974 *School Factors Influencing Reading Achievement: A Case Study of Two Inner City Schools.* Albany, New York.

Sweeney, J.
1982 "Research Synthesis on Effective School Leadership." *Educational Leadership* 39, 5 (February):346-52.

Wang, M.C.
1979 "Implications for Effective Use of Instruction and Learning Time." *Educational Horizons* 57, 4:169-173.

Wilson, K.
1982 "An Effective School Principal." *Educational Leadership* 39, 5:357-367.

Wynne, E. A.
1981 "Looking at Good Schools." *Phi Delta Kappan* 62, 5:377-381.

Yuki, G.
1982 *Managerial Leadership and the Effective Principal.* Paper prepared for the National Conference on the Principalship, convened by the National Institute of Education, Washington, D.C., October 20-22. ED 224 179.